



Assessor's Evaluation for the IQM CoE Award



School Name: Perrymount Primary School
Sunderland Road
Forest Hill
London
SE23 2PX

Head/Principal: Ms Christine Keen

IQM Lead: Ms Janet Bristow

Date of Review: 7th July 2020

Assessor: Sally O'Neill

IQM Cluster Programme

Cluster Group: Four Seasons

Ambassador: Pauline Roberts

Date of Next Meeting: TBC

Next Cluster Group Meeting Focus: Alternative approaches to learning.

Sources of Evidence during IQM Review Day:

Interviews with Headteacher, Deputy Headteacher/Year 4 class teacher, EYFS Leader.

This review was carried out on a learning platform (Zoom) as all schools are currently severely affected by COVID-19.

As soon as national school closures were announced, places were made available for key worker families and vulnerable pupils to continue to attend Perrymount. All children were immediately given work packs to use at home as well as arrangements to access online learning. For many this was difficult as their online access was only through the mobile phone. Therefore, more work packs were prepared on site and then made available for collection each week. Some packs were delivered to families. Perrymount remained open during the Easter holidays to enable key workers and vulnerable families to continue to attend school.

Teachers kept in touch with families by phone. The Learning Mentor supported families by phone and was able to identify families who needed additional support. Helping families to access foodbanks, for example, parents have been able to contact the school to ask for help, with the likes of behaviour issues. Safety nets have been put in place for safeguarding and mental health issues, as far as possible and outreach work continues.



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Perrymount is currently open for pupils in Nursery, Reception, Year One and Year Six and 55% of pupils are now back in school. The school has used additional space to create smaller classes and so is now at capacity. Care is taken to ensure playground equipment is washed daily and pupils are safe and well cared for.

Arrangements have been made for each family to visit the school to collect their annual report and to meet their new teacher for September. A transition book has been made for each pupil with information and photos to help with preparations for the new term.

Summary of Targets from 2019-2020

Target 1: New Global Learning Curriculum to be in place and adopted across the school.

Staff have worked together in staff meetings to plan the shape and focus of the curriculum at Perrymount to make it relevant for all pupils. The school strives to ensure all pupils have 'a sense of place in the future.' This ethos is firmly embedded through a very positive approach to equality and inclusion. The Headteacher explained that pupils with disabilities are very much part of the school, for example, when a new pupil joins the school they are sometimes surprised to see wheelchairs in the classrooms as this may not have been part of their previous experience.

Curriculum maps for each year group have been developed. The curriculum and books are carefully analysed to ensure that children's rights are included throughout the topics and that stereotypes and unconscious bias are avoided. New books have already been purchased and more may be needed in the light of recent developments, such as 'Black Lives Matter.'

Moral questions have been developed for each topic. An example was given that during a topic about WW2 the pupils in Year Six were discussing 'Is war ever justified?' The emphasis is on respecting and accepting the opinions of others.

The target was progressing well and was curtailed by the pandemic. It will be continued and further developed in the next academic year.

Target 2: All pupils to be fully involved with aspirational activities.

The school has over 50% single-parent families and strives to ensure that the curriculum is 'aspirational for all.' Hearing that by the age of 7 many pupils nationally had already got firm ideas about their futures, the school has been trying to challenge preconceptions and raise aspirations at Perrymount. The SENCo and Deputy Headteacher have been following up a project to challenge children to think about the world of work. The starting point was the question, 'What can I do when I grow up?' A scheme of work for Year 4 has been built around this and pupils were enjoying learning about aspects such as finance. The project has also helped pupils who already have ideas about their ideal jobs to find out even more, for example, a girl who wants to be a Headteacher was given the opportunity to present certificates in assembly and to work with the Headteacher for the day. The pupils were enjoying the project. Arrangements



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were being made for volunteers to talk to pupils across the school about their work. This will now be followed up in the future.

Target 3: Updated policies for marking and feedback to be finalised and implemented across the school.

Staff meetings were held to discuss marking and feedback. Teacher workload was a consideration and teachers trialled different approaches between meetings, culminating with a set of principles for the staff to adhere to. The school reports that the first review went well.

One EYFS teacher commented that she has more time to research ideas now that the planning is developed over the week in response to the learners needs and interests. The curriculum topics are still overarching and the phonic groups, shared writing and writing challenges are all in place.

The school has adopted new assessment formats to ensure every child makes and shows progress, for example, the school uses the Cherry Branch map to show progression for pupils with an Education, Health and Care Plan.

Agreed Targets for 2020-2021

Target 1: New Global Learning Curriculum (GLC) to be revised and updated as appropriate and adopted throughout the school.

Target 2: Three schools who work well together and have built up trust have formed a triad and are working together to raise standards in writing.

- To share good practice developed at Perrymount, such as the streamlined writing model.
- To work together to share ideas and support each other to close the gaps in writing.
- To facilitate peer visits.
- To set up regular cross-moderation in writing for additional year groups.
- To hold joint training activities.

Target 3: Agreed marking and feedback plans to be fully implemented.

- To update assessments when pupils return to school using agreed principles and agreed formats.
- To ensure new systems show pupil progress at 'a point in time' and inform any interventions and support that may be needed.
- To continue to develop the SPAG, science, history, geography and computing progression to show where they have come from and where they are going next.



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The Impact of the Cluster Group

Staff who attended cluster meetings have been very enthusiastic and felt they were very worthwhile.

The themes at Woodhill Primary School, November 2019 were pupil well-being, language and communication and supporting attachment needs. This was attended by the SENCo and the Deputy Headteacher who has a special interest in attachment. They have tried to implement the idea of using trainee counsellors and will try again when school is in a position to have outside agencies back on site.

They are keen to use the 'Draw and Talk' initiative and have found some training and have earmarked a member of staff for this.

The Deputy Headteacher was pleased to see the 'zones of regulation' in action as she was already aware of the system and would like to use elements of this in the future.

The blank language resources have been shared with staff.

The theme at Aerodrome Primary School, March 2020, was 'visible learning' and it was the EYFS leader who attended, the SENCo said 'I thoroughly enjoyed my day. The school was outstanding.'

The teachers appreciated seeing the Makaton signs around the school with both labels and photographs. There are pupils at Perrymount who do use Makaton and this is used regularly by all children to sing, say good morning and for many other uses. The teacher also liked the use of PECs (Picture Exchange Communication system) and would extend this to the writing table as she thought it would offer more visual cues for pupils with English as an additional language. They also noted that there were many clubs, including some held at lunchtime. They found that the presentation given by the pupils was very informative.

The third cluster meeting had to be postponed due to COVID-19.



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Overview

It is clear that the staff at Perrymount School are constantly looking ahead at the bigger picture. The teachers and support staff are dedicated to the pupils and the Headteacher said, 'I am in awe that the staff are prepared to go the extra mile. Staff really invest in the children here. I am very proud of them.'

The SENCo ensures that the children who make progress in smaller steps have appropriate provision, for example, she works with teaching assistants who are confident to adapt learning to meet their individual needs. The teaching assistants are skilled at 'taking them on their journey' and make every effort to help. For pupils with complex medical needs there is appropriate support and excellent communication with families.

There is an enthusiasm to continually improve. As one member of staff said, our PSHE has always been very good but now it will be even better with mental health, well-being and e-safety fully integrated and more rigorous. More attention to areas such as regulating emotions, cyber-bullying and isolation are welcomed as the school continually seek to ensure the pupils are well prepared. The staff are striving to give all children a good education and also 'to send them off ready for life,' as the Deputy Headteacher said. This is shown through the school's very inclusive approach to the pupils, ensuring that aspirations are high and opportunities are for all.

The school is working with other schools and is sharing good practise and is also very keen to adapt new ideas that they can use at Perrymount, when they feel they fit the needs of the pupils and families. As mentioned by the Headteacher, 'one size does not fit all' and they are a highly reflective leadership team. This is clearly seen in the detailed work being carried out to streamline writing to ensure the coverage of all genres. To develop writing skills, successful approaches (such as hot and cold writes) are being maintained and new high-quality texts have been purchased that fit the inclusive nature of the school.

Inclusion Values of the School.

The school focuses on the UN convention of children's rights and works on a different value each month. This fosters a sense of community, responsibility and respect.

Learning Environment, Resources, ICT.

IT has been critical for many tasks during COVID-19. The school has held online transition meetings for Year Six pupils. Staff have set up online meetings and groups to ensure good communication and support.

Learner Attitudes, Values and Personal Development.

Some pupils are already back in school and are very pleased. As one member of staff said, 'They can't wait to get through that door!'



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Pupils are given regular snacks as they have staggered starts to their days. Their well-being and that of the members of staff, is very carefully considered.

Learner Progress and Impact on Learning.

Many pupils have been focused on learning at home. The school has set up simple routines to help children and families, for example, the routine starts with getting dressed and washed, making their bed, having breakfast before moving on to reinforcement activities such as times tables and daily reading. The day includes some mindfulness, art and science to ensure an interesting mix. The pupils give online feedback, for example, Year Six asked for a quiz on Zoom and this has been actioned.

Learning and Teaching.

Learning has moved outside as much as possible. Pupils have special areas of the playground to use within their bubbles. Their own boxes of play equipment are used and the pupils wear clean clothes every day instead of uniform.

The school have benefitted from external speech and language support for individual pupils. This has been extremely beneficial and has made a real impact. The school now plans to offer this support to more pupils as developing 'rich language' will help many pupils to move forwards. In order to make this financially viable, the school will train their own staff to enable this more general support.

Writing has been streamlined to ensure that there is a well-planned progression throughout the school. The seven foci are very clearly explained and will ensure that all pupils have the opportunities to explore the full range of writing types.

Parents Carers and Guardians

Parents and carers engage very well with the school. In Reception, they are very keen to attend meetings about the phonics approach. The school reports that by offering these meetings at various times of the day they managed to engage all families.

Governors, Management and External Accountability

Governors have been involved and supportive during lockdown. The 'Relationships' policy has been presented to Governors following a Zoom presentation by the Deputy Headteacher. The policy was welcomed and the school are researching appropriate resources to use to support the learning.

Governors recently took part, with staff, on mental health training.

The School in the Community

The Headteacher and staff know the community well. During the pandemic, a local vicar has been fundraising on his treadmill and used the money to provide meal packs for families. The school has been able to distribute these to families as needed.



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The school teaches the pupils that there is poverty in their own local area and their fundraising has supported the local foodbank. Pupils learn to think about social justice, rather than charity, through the Global Learning principles.

The school and nursery are well regarded in the local community and many families choose to send their nursery children to Perrymount, even if they are out of the catchment area for school. This year around 16 of the new Reception pupils will have attended the nursery. The teacher is confident that these pupils will be well prepared and ready to learn at school.

Many pupils who have moved on to secondary school are very pleased to call and visit Perrymount and to keep in touch as there is a welcoming family-feel to the school.

Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Centre of Excellence status and be reviewed again in 12 months' time.

Assessor: Sally O'Neill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd